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AUTHOR Nasution, Amir H.
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ABSTRACT

The proceedings of a nation-wide conference in Nigeria concerning adult education are presented. The following steps are proposed in the line of national and international cooperation; these steps can be taken without waiting for financial and administrative approval: (1) the registration of all kinds of adult education programs and activities carried out by public as well as private agencies; (2) involvement of all education personnel in the planning organization, and establishment of an Education Planning Unit; (3) the formation of adult education priority programs, with supporting services, mass education means and libraries, to be assisted in the context of Federal and States set of priorities and potentialities; and (4) the mobilization of private funds and forces on behalf of adult education. (Author/CK)

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FOREIGN ASSISTANCE CONTRIBUTION

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ADULT EDUCATION IN NIGERIA

By

Amir H. Nasution
UNESCO EXPERT

Presented to
NIGERIAN NATIONAL CONFERENCE
on
ADULT EDUCATION
25 - 27 March, 1971
LAGOS UNIVERSITY, LAGOS

AC 012 155

INSTITUTE OF AFRICAN ADULT EDUCATION
UNIVERSITY OF IBADAN
IBADAN --NIGERIA

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FOREIGN ASSISTANCE CONTRIBUTION IN ADULT EDUCATION IN NIGERIA

INTRODUCTION

Mr. Chairman, distinguished members, ladies and gentlemen.

It is a great pleasure for me to be again among old colleagues and to meet new friends, servants of Adult Education. Thanks to the understanding and generosity of the Conference Committee I have also the privilege to address you on "Foreign Assistance Contribution" in Adult Education in Nigeria, I suppose to complete the views and facts presented by the Government, Universities, Voluntary Organisations and private sector.

I have been now for more than one year in this country. I have visited several States in the Federation, military governors, commissioners, native rulers and leaders of voluntary organizations and industrial enterprises.

I have also witnessed Adult Education activities the most impressive of which to me, are the small literacy groups in the far north, and attended by young and old, held in the open field of "deserts", using a stick from a tree nearby as a pencil and sand as the natural plate.

Further I may add that I have taken part in several U.N. or Unesco evaluation and factfinding missions to Nigeria but I wish to state that, at this forum, I am not representing those bodies or any other authority.

That little experience, I hope, will enable me to look at the problem as an expatriate from outside as well as inside.

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FOREIGN ASSISTANCE CONTRIBUTION IN ADULT EDUCATION IN NIGERIA

by

Amir H. Nasution,
Unesco Expert.

I. FOREIGNER'S LOOK AT NIGERIA

It is natural that foreign eyes are directed to this vast and strong country for various reasons and aims. The outside world is eager to know how the awakened "sleeping giant" (to use Chief Okotie-Eboh terms, 1962) whose voice will be listened to in the huge continent, cures its war wounds, and further handles its reconstruction; how it utilizes its vast and rich resources; in what way it will accomplish its developments. Not less interesting is the way how a military regime conducts its rule without making education a tool of its force and compulsion. For instance, it is not indoctrinating and exploiting the Nigerian youth, through out-of-school training, for the sake of its power and prolonged retension of its rule.

Foreign educational bodies and professionals are keenly interested to know how the national leadership can manage to lead its millions of people from darkness and ignorance to the open world of science and technology; how the government and national leaders can tackle the problems and obstacles to education and development, particularly in the grave educational situation and hard realities, as noted in the Federal Development Plan (pp. 63-64) :

1. Illiteracy total in urban areas is not less than 80% (only 20% is permanently literate) and in rural areas as high as 98%.

(Enrolment ...)

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2. Enrolment level at primary school ranges only from 4 to 70%; the plan target being an enrolment ratio of 50%. Enrolment level of secondary school is only between 0.4 to 12%. The plan target is a national minimum of 25%.

3. The skilled manpower available is very limited; in terms of categories :

	1970 Available	1974 Needed
Senior category	46,654	58,861
Intermediate category	126,879	159,257
Skilled category	217,304	72,109

4. The Labour Force estimated to be 40% of the population is 25.8 million out of which 516,000 are unemployed making the un-employment rate approximately 0.8% and 2% of the total population and the labour force respectively. (see further Appendix).

Looking from the outside, staring merely at the figures mentioned : 80-98% illiteracy, 7-10% primary school enrolment which practically means that 90% of the school age children are out of school, and will become illiterate youth and adults; the low number of skilled manpower available etc., the educational situation and development possibilities may seem, to foreign observers or flying visitors and some critical advisers, really grave and alarming. But someone who has been in the country for a certain period and travelled with open eyes and understanding mind, witnessed the many activities being carried out with energy and devotion, the more so if he has detected the resilience determination and responsiness of the people, I am sure that his mind and mis-judgement will change to the better and that he will face the situation or his job with enthusiasm and optimism provided only that he sees good and determined leadership, proper guidance and real interest being provided.

These factors, as we shall see, are also of significance to foreign assistance supplying agencies.

(As regards ...)

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As regards Adult Education to create the required favourable impressions and positive factors, according to my short experience and observation, much is still to be built up and exhibited.

In spite of the real facts that quite a number of Adult Education programmes and activities being carried out; that adult education forms a separate division in its ministry with its senior staff, supervisors, organisers and instructors side by side with the staff and teachers for school education; that adult education committees and centres are found in many villages, the fact-finder and visiting adviser will hardly be able to know them and get proper appraisal and insight of the real situation. Because adult education is often left out in negotiations, very scarcely if not at all publicized in official documents, education statistics and reports.

It seems to the foreigner that the Government is not showing sufficient and real interest in Adult Education and thus not calling for assistance.

Lastly, the new Federal as well as the State Development Plans do not appeal to the foreign assistance supplying agencies for they do not contain clear formulated aims, set targets and programmes with the necessary budget allocations, as provided for primary, secondary and technical schools etc.

There is no special budget for adult education in the Federal Plan and in State Plans, it is awarded from nil to a few percents only (see Appendix on Education Budgets).

II. ADULT LITERACY EDUCATION IS A NATIONAL MUST, AN INTERNATIONAL OBLIGATION

Those arb the few matters which may create objective impressions and interest in the foreign agency or mission. It is naturally also influenced by its findings and experience in other parts of the world. In this context, it is worthwhile to draw attention to a few assumptions and facts prevailing in the international field of education.

(Threat ...)

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1. Threat to World Tranquility

It is universally admitted that the yawning gap between the haves and have-nots, between the advanced and backward nations which totals more than two-third of the world population, constitutes a threat, at least an obstacle to world tranquility, if not to worl. peace.

It is also evident that almost all the poor countries were former colonial territories; some are still under colonial domination. It may be remembered that the U.N. have passed resolutions and have been doing efforts not only to decolonize those areas but also to help the suffering masses to come out of their ignorance, poverty and diseases. Shortly, that is regarded as an international obligation.

2. Correlation between ignorance/illiteracy and backwardness

Facts and survey findings have testified that there is a relatively high correlation (up to 30%) between illiteracy and backwardness in knowledge, technological and economic development. The world map of illiteracy produced by Unesco may show a clear picture of this situation (see Appendix). It is also argued that for a take-off national developments need a literacy rate of about 35%.

3. A National Must

Newly independent States, called the developing countries, fully aware of the situation and the urgent need for a better life for their peoples, have embarked upon national development plans, often in unstable or difficult situations, and or in a hurried way. Many plans are also over-ambitions. For those and other reasons, most of such plans, as Dr. Tinbergen and Dr. Waters you have observed and recorded, have failed. The gap between the haves and the have-nots, it is argued, continues to form a threat. Whatever the causes, the main obstacle to progress and development is ignorance or illiteracy which automatically goes along with acute shortage of skilled manpower needed for development. Huge buildings, schools co. be erected and machines purchased

(but they ...)

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but they may remain un-used or half used, yes, in many instances they become useless in the end on account of lack of skilled hands to man them. Needless to say that for the acquisition of knowledge and skills literacy and skill training, education in general, is a pre-requisite.

At this point I arrive at the problems of education.

III. CRISIS AND NEW CONCEPTS IN EDUCATION

1. Crisis in education

Admittedly, the crisis in education in various aspects and degrees is found in advanced as well as developing economically backward countries but, of course, it is most acute and bitterly felt in the latter countries which at the same time are in most urgent need of education and economic development. Lack of school buildings and other facilities, shortage of teachers, unfitted curriculum and content etc. are prevailing everywhere.

One of the bad consequences effecting adult education directly, is that governments and others concerned seized and encircled by mentioned crisis in formal education, have concentrated their interest, efforts and financial resources totally or almost wholly on school education, leaving adult education largely to private initiative. This means that the great obstacle to development remains there.

In fairness, however, it should be recorded with all respect, the large scale campaigns and huge efforts launched for the eradication of illiteracy but it should be also noted that the traditional literacy concept, methods and materials used, in most cases, have not met their targets and aims. Pure literacy, being an end in itself, cannot contribute much to fulfil felt needs and requirements of development (skill, efficiency and productivity). Although rudimentary, adults are still forced to learn reading and writing in an almost impossible short time of so to go learning hours, using outdated Primers. This is also a crisis.

(Functional ...)

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2. Functional Education

The long experience in traditional literacy and awareness of the real aim of and need for better concept (of more long-lasting value, practical and productive use etc.), functional literacy was accepted in 1965 by the World Congress of Education Ministers and many international organizations, later adopted by the General Conference of Unesco and since then experimented in many countries through macro and pilot projects. This concept of functionality or fitness should, no doubt, be of great value and practical use if employed to school education. Functional education e.g. in primary schools may diminish the public and parents complaint that their children after leaving school are estranged from their society and are not fit for any job in their daily life.

3. Life-long Integrated Education

It is an old concept but lately re-activated and more progressively employed. In short nobody stops learning in his life time, either through trial and error and experience of study, organized or un-organized. Impelled by social changes and necessitated by the swift progress of technology, knowledge and science, everybody the un-skilled and highly skilled, the laymen and professional must follow the stream in order not to be left behind or to become out-dated. The ever-increasing and closer contact between nations demands closer cooperation and international understanding. This situation and clear evidence leads us to the acceptance of the permanent place and significant role of adult education after and outside the regular school. Adult education has gradually matured and can be regarded to be a system in itself and as such should be taken into full account in the planning and budgeting of overall education for the country.

IV. NATIONAL RESOURCES FOR ADULT EDUCATION

1. Government and Voluntary resources

Every government in developing countries has limited resources

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while the country is in urgent need for better living conditions and development in all sectors, economic, social, cultural as well as political and spiritual. It is understood and therefore, accepted that every government must have its own development policy and priorities, its own measures to keep a proper balance between the various sectors and needs.

In this context it is encouraging to note that in the last years there are conscious efforts made to correct the traditional wrong thinking and error in planning and budgeting i.e. that schools must go first and adult education can follow; consequently concentration of all resources on school education and needs. It has become clear that national unity, democratic society, political stability, national identity and high morale cannot be created without educating the youth and adult masses, the nation as a whole. At the same time it is realized fully that Adult Education cannot be financed by the government alone; that it is the common duty of the government and the governed. Voluntary organizations, groups and individuals have been called upon and rightly have come forward to fulfil their national obligations. In the U.S. for instance it is reported that there have been at one time more than 400 organizations and agencies, directly or indirectly involved in the education of adults. Nevertheless, all these efforts and sacrifices have turned out to be insufficient. Other sources, ways and means have to be sought for and utilized.

2. Mobilization of private funds and forces

In a number of countries some remarkable achievements have been attained through the mobilization of their people's innate qualities, national pride and patriotic feelings. In some countries national "armies of knowledge" have been tried, in other countries motivation, persuasion and guidance have yielded fruits.

In recent years as the need is felt more and more pressing, governments have been advised and directed to use ministerial regulations and or statutory provisions, to oblige selected industrial,

(commercial ...)

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commercial and other capable enterprises to provide adult education for their own employees. Large foreign companies also can be charged in their contracts with the organization and conduct of courses, on-the-job training etc. In the U.S. for instance "company schools" had a population of 7.2 million in 1965 which, on projection, will increase to 17.5 million in 1974.

Of course, in this case it will be of great psychological and spiritual importance and an encouraging example if the government itself starts such undertakings in its offices and corporations.

Finally, a few governments have seen it as justified and opportuned to pass laws on adult education. Russia for example issued a decree in as early as 1919. In Britain industrial training is regulated by law. In the U.S., the Adult Education Act of 1966 has boosted the education of adults and delivered significant results. Until last year 21 countries were listed which have made use of this statutory or legal means.

V. FOREIGN RESOURCES

The crises and acute shortcomings in education are still rampant in less developed countries so that even if they have sufficient money they still need some foreign assistance in the form of advice, guidance and expertise. Fortunately, it is accepted that backwardness and the wide gap between the rich and the poor, also internationally, forms a threat; that assistance is a means to promote international solidarity and stability; it is a compulsion of a close and interdependent world community; that providing aid is felt as an obligation to social justice (humanitarian) and a moral duty, particularly I think, by ex-colonial powers. International awareness is blossoming and world wide cooperation is making strides in this rather new field.

Naturally, soliciting countries and governments have to fulfil certain requirements to satisfy the searching eyes and critical mind of prospective donors. They must be convinced of the real need and

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and absorptive capacity of the receivers, and what most importance is, the existence of well formulated aims and policies, the seriousness and determination of the government and its people. It may be expected that any aid-giving country or agency wants to be informed about decisions on, the implimentation and the result of the programme it is supporting.

VI. EXISTING FOREIGN AND INTERNATIONAL RESOURCES

There are quite a number of foreign resources of varying size and kind. It suffices to mention a few :

1. Non-governmental, private and voluntary organizations, groups and individuals

There are international social, religious and professional organizations and trade unions which, now and then, collect money or teaching materials from their members; youth and student groups in a number of countries which, at certain times, organize weeks for collecting donation from their members and the public, fund raising activities, etc.

In many advanced countries special foundations or lately special organs have been established to provide and administer assistance in a better and more organized way. Certain countries have benefitted already from such private resources, for instance Niger from the Swedish Foundation, FOPOTEC, Tanzania from the Nordic countries, the International Literacy Committee in India from several agencies and individuals.

In this field of voluntary service, the existence and contribution of Peace Corps and Adult Education Association, national and regional, should also be noted.

Private and voluntary agencies, groups and individuals, compared to government and UN agencies, have a freer hand in the distribution of their gifts or donations. It seems that they are free to give them

 (to every ...)

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to every group they like or prefer in the country. In many countries the government needs only to be informed.

2. Foreign Governments

Individual friendly governments are providing assistance, whether in cash or kind, in consultation with and consent of the recipient government. It is to this group that many ex-colonial powers belong, and much of their assistance is directed to their former colonies.

Sometimes assistance is laid down in bilateral technical and or cultural cooperation agreements. In other cases governments form a collective body, often called a "consortium" or "group of donors" who pool their contribution together.

In certain regions governments have established a cooperative body of a permanent character such as the Colombo Plan for Asian countries. There are cooperative organizations or groupings between countries in Africa and between Arab countries etc. Of wider scope and multilateral character is for instance the Commonwealth scheme.

It is heartening to observe that in those organizations the dividing line between the poor and the rich, or between donors and receivers is disappearing. All members, even the less developed or disadvantaged can contribute something.

In all fairness it should be noted that there is some complaint or criticism voiced about favouritism and at times political pressures or strings attached to bilateral aid. Therefore, multilateral assistance, administered by an international organization is much more preferred. Further, at international forums such as UNCTAD meetings it has been expressed that mutually advantageous trade, not aid, will better help the developing countries. It has also been argued that what the rich donor gives with his right hand, he takes back with his left hand.

(The Pearson ...)

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The Pearson Commission reports on doubts, cynicism, fears and disillusions among donor as well as recipient countries.

3. United Nations and its Agencies

It is known that U.N.O. has adopted a resolution recommending its wealthier members to devote 1% of their G.N.P. to assisting the less developed countries to help themselves; that this world organization has its Economic Commissions for certain regions such as the Ecafe for Asia and the Far East, the ECA for Africa and ECLA for Latin America. It has various bodies and committees in charge of assistance and due to long and wide experience it has made periodic efforts to improve or revise old procedures or introduce new policies, approach and measures.

The crisis of confidence in the effectiveness of development aid, for instance, led the World Bank to form a mission to study the consequences of 20 years of development assistance, assess the result, clarify the errors and propose ~~the policies that will work~~ better in the future.

The Pearson Mission Report, "Partners in Development" calls for a new strategy in global development and contains 30 major goals and recommendations on international development.

Another report which may be considered as complimentary to that, the Jackson Report, an appraisal of U.U. development operations, consisting of 6000 pages tackles the more specific question of the actual and potential capacity of the UN system to make an effective contribution to world and economic and social development and contains proposals on the process of consolidation, coordination and rationalization of the UN bodies and specialized agencies dealing with economic and social development.

The UN in this world-wide activity work through about twenty specialized and related agencies, UNESCO, ILO, WHO, FAO, UNICEF, etc.

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with the World Bank Group and UNDP as the main financing bodies. The group consist of the World Bank (International Bank for Reconstruction and Development) with 110 member countries, the IFC (International Finance Corporation) with 91 member countries, providing loan to develop the private sector,(the IDA International Development Association) with 102 member countries. The United Nations Development Programme, the world largest multi-national source, has two components, the Special Fund, mainly for pre-investment assistance based on agreement and operational plan and provision of counterpart fund, the TA Fund for technical cooperation.

The UN Agencies have, of course, their own resources and Regular Programme Budgets but acting together with many other official as well as private organization and institutions as executing agencies, they receive also funds from the UNDP and the World Bank for projects commonly approved.

4. U.N. Agencies Assistance Policy and Procedures

Without going deep into the problem, it is worthwhile to remember a few points :

that so to say the money in the hands of those agencies is "common property", entrusted by members and "capital assistance holders" to them, and as such the funds and credits should be used in accordance with the aims and policy approved; that their use and administration have to be reported and made answerable to the "owners".

It is then understandable why those agencies need so much time for deliberation and decision making, in addition to the time required for surveys on the spot, justification of programmes, formulating of plans etc. Further many agencies are operating on a two-year or longer term budget. Yes, sometimes it may take more than one year or longer before the final decision comes out and the agreement is

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signed, if one is required. It is no secret that there are delays, also that these delays are felt, not only by the impatiently expecting recipient countries but also by the other parties, and that is why, there is periodical effort for revision and improvement of policy and administration. The assistance to be provided must be consulted with and approved by the government concerned. It is left to the receiver or the borrower how and what for to spend the funds available. It is natural that difference of opinion occurs which again takes time for frequent or lengthy consultations. Further, it should be admitted that in a number of cases some governments are very slow in providing the necessary information, data and documents etc. so that this constitutes another cause of delay.

In other cases governments are confronted with the shortage of national capital to cover the counterpart fund conditioned by Special Fund Assistance. As an example, the Western State Development Plan records a sum of £299,400 and £399,000 for 1969/71 and 1971/74 to match the Special Fund contribution of about £75,000 and £150,000 respectively for the Rural Employment Promotion Pilot Project, carried out in three districts.

It may be re-stated that foreign assistance supplying agencies must be convinced of the real need, justification and urgency of the proposed programmes and projects, and of no less importance, of the determination and seriousness of the receiver, manifested in formulated policies, pictured in development plans and shown in actual deeds, and in some cases of security of the availability of counterpart funds.

5. <u>UN Agencies Assistance to Nigeria</u>

As regards the kinds of assistance given to Nigeria by or through UN agencies there are, as at the 1st of January this year, 67 projects with 280 experts in the entire Federation.

For further details I refer to a list prepared, for information.

(One thing ...)

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One thing emerges undisputably clear : that so far there is no assistance recorded for Adult Education as such, except for the Institute of African Adult Education which is, in original status, a regional institute meant to serve Africa south of the Sahara but due to practical and other reasons has implemented a few projects, namely literacy experiments in the country of its residence. But again, this assistance totalling only about £25,000 during 6 years, not including experts costs, is indeed very small compared to the millions of pound spent for other educational projects, not including the so many other non-educational programmes.

Presently, with the existence of a sound base and favourable infra-structure, the increasing need of the people and particularly with the launching of the development plans the time has come to do every effort to boost adult education with all national resources, readily and potentially available, with the support of foreign assistance.

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CONCLUSION AND CONFERENCE CONTRIBUTION

I have stated that I am not representing any authority at these august meetings. If I am permitted to speak as one of your colleagues in the service of adult education, I would like to express the following :

1. This nation-wide conference attended by such a large number of experienced and eminent leaders from the public and private sector, is indeed a historic one. We have therefore, to resolve how to conquer our proper and rightful place in the future, produce something positive for speedy self-improvement and something concrete for immediate use.

In the line of national and international cooperation let me mention a few steps we can take without waiting for financial and administrative approval or sanction :

(i) On return to our own places of duty, I would suggest to start immediately with the registration of all kinds of adult education programmes and activities carried out by public as well as private agencies, the collection of all data and statistics available, number of courses, instructors, learners, enrolment, drop-outs, result, budget allocations etc. which we can present to the government for record and publication, also to foreign visitors and missions, if necessary.

(ii) At the moment, all State governments are engaged in the organization and establishment of an Education Planning Unit. Let those of us who have not been involved in the planning, including budgeting exercises, do all effort to play their role in this all-important unit in order that adult education will not, any longer, be forgotten or treated as an appendix. In reality, our clientele, adult education

(population ...)

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population is much larger than that of all schools and higher institutions together. Our "graduates" will render direct contribution to development, nation-building as a whole.

(iii) This Conference is also held at a very appropriate time. We all know that just two months ago there was a Unesco Mission visiting the country to survey education needs and identify assistance which can be recommended to the government. Just a week ago a larger mission of ten members from Unesco and the World Bank was here as a "Project identification Mission", touring all States, again to identify projects in education of more overall character and larger size.

I am sure that our present gathering can formulate the urgent need for and recommend adult education priority programmes, with the supporting services, mass education means and libraries, to be assisted in the context of Federal and States set of priorities and potentialities.

(iv) Lastly, convinced that adult education must be financed by the government and private bodies and agencies, let us perform our part in the mobilization of private funds and forces. The situation in the country, now being aroused by "development fever" and equipped with development plans, is very favourable.

As regards literacy, let us move more vigorously forward from the pure traditional literacy to the functional concept, whether socio-cultural or work-oriented. We should create the idea and conviction that functional literacy is an investment, thus its expenses should be included in the costs of each economic project, industrial or commercial enterprise.

In this effort we can fall back on resolutions announced by international organizations, private enterprises, bankers, financiers (etc. ...)

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etc., and solemn of support given by national and world leaders, including the President of the World Bank. For this purpose, I refer to a recent publication of the Institute of African Adult Education titled "Voices of the World".

In conclusion, let us face the national and international challenge in close cooperation and with concerted efforts. The movement of Adult Education is flowering in the conscience of man and will be driven on by the forceful influence and genuine need of the society and the nation itself. National individuals, organizations and enterprises, foreigners and international agencies have their respective and common obligations and contribution to offer.

Date : 15 March, 1971.

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I.A.A.E.
University of Ibadan

ADULT EDUCATION ENROLMENTS AND EXAMINATION RESULTS IN SOME STATES OF NIGERIA*)

States	Population 1963 Census	Year	Number of enrolled	Number of certificate issued	Percentages
North-Western	5,733,297	1969/70	68452	20953	29.3
North-Central	4,095,305	1969/70	69171	19008	27.5
Kano	5,774,842	1969**)	39911	10134	25.4
Benue-Plateau	4,009,408	1968/69	713497	182241	25.5
Kwara	2,399,365	1969/70	43373	14717	33.9
Western	9,487,526	1967	7581	4321	57.0

*) Source: selected documents
**) Jan. - July session.

NUMBER OF ENROLMENT, SCHOOL AND A.E. 1969/1970

STATES	Formal Education			Adult Education	Ratio
	Primary	Secondary	Total		
N.E.S.	56,765	25,736	82,501	77,112	1.1
Western *)	740,614	92,071	833,485	-	-
Benue-Plateau	131,502	8,830	140,332	713,497	0.2

*) Statistical Abstract, 1969

NUMBER/PERCENTAGE OF ENROLMENT, NIGERIA**)

	1966	1968	1969	Plan target(1970)
Primary Sch.	3.0 Mil.	3.1 Mil.	4-70%	50%
Secondary	211,000	21,500	0.4-12%	25%

**) Federal National Development Plan.

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I.A.A.E.
University of Ibadan

FEDERAL AND STATE EXPENDITURES ON EDUCATION, 1970-74 DEV. PLANS

£ Million

	1970-71		1970-74	
	Federal	States	Federal	States
1. Primary	1.320	5.019	6.460	27.478
2. Secondary	1.500	4.688	7.900	21.460
3. Technical	0.620	1.994	2.640	9.651
4. Teacher Training	0.600	1.969	2.060	11.195
5. University	5.000	4.611	25.500	15.518
6. Others*	1.526	1.194	5.522	4.529
	10.566	19.496	49.122	89.771
Others%	14.5%	6.3%	11.3%	5.4%
Adult Education	-	...%	....%	....%

*) Others "includes Adult Education, Scholarships/Loans, miscellaneous "items.

COMPARISON OF BUDGETS IN SOME STATES, 1970-71

£ Thousand

	S.E.S.	N.C.S.	N.W.S.	Western
Total State-budget	6.916	7.780	6.518	22.212
Education Budget	0.714	1.654	1.424	5.000
Schooled	(0.714)	(1.654)	(1.129)	(4.916)
Others	-.-	-.-	(0.304)	(0.084)
Adult Education	-.-	0.010*)	0.119	0.005**)
A.E.% Total Budget	0%	0.1%	2.0%	0.02%
A.E.% Ed. Budget	0%	0.6%	8.0%	0.1%

*) Under Community Development.
**) Under Social Development.

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HUMAN OR MANPOWER RESOURCES*)

1. Educational attainment: aged 5 years and above

	Illiterate	Literate in Roman Arabic Script.	A few years Schooling	Finished Primary School	Sch. Cert. and above
Urban Population	32%	18%	25%	20%	3%
Rural Population	75%	10%	12%	2%	0.1%

Illiterate:
Urban : 80%
Rural : 98%

Permanently Literate:
Urban: 20%
Rural: 2%

2. In terms of categories, Senior, intermediate & Skilled: 500,000.

ESTIMATED EMPLOYMENT IN SELECTED OCCUPATIONS
Medium and Large scale Industry, 1970 & 1974

Occupation Group	Estimated employment 1970	1974	Additional employment Requirements 1970 - 1974	
1. Senior Staff	45,654	58,861	13,207	University graduates and Senior Staff
2. Intermediate Category	126,879	159,257	32,378	Tech. Assistants Technicians, etc. Junior Staff.
3. Skilled Category	217,304	289,433	72,109	Drivers, Operators, carpenters etc.
4. Residual category	375,163	477,469	102,306	Office employees, unskilled workers
Total	765,000	985,000	220,000	

*) All figures are estimates.
Estimated Nigeria population in 1969-70: 64.5 million
Urban dwellers 20%, Labour force 40%: 5.16 Mil. Unemp.412,800
Rural population 80%, Labour force 40% 20.64 Mil. Unemp.103,200
25.8 Mill. 516,000

Source: Federal Second Nat. Dev. Plan, 1970-1974.

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UN AND SPECIALIZED AGENCIES PROJECTS IN NIGERIA*) AS OF JAN. 1971

No.	Agency	No. Proj.	Title Project	No. Exp.	Address/ Place
1	UNESCO	1	Science Planning and Research	1	Lagos
		2	Teaching of Social Sciences	2	Ile-Ife
		3	Science Teaching	1	Benin-City
		4	Educational Planning and Administration	4	Lagos
		5	Science Instruments and Repair and Maintenance	1	Lagos
		6	Adult Education	1	Univ. Ibadan
		7	Secondary Sch. Teacher Training College	4	Ondo
		8	Secondary Sch. Teacher Training College	1	Zaria
		9	National Technical Teacher Training College	11	Lagos
		10	Training of Museum Technicians	1	Jos
		11	Institute of Mass Communication	1	Lagos
		12	UNESCO/UNICEF Nigeria Primary Education	1	Zaria
		13	UNESCO/UNICEF Educational Rehabilitation	2	Owerri
2	UNICEF	-	(Not executing as such, on its own)	-	-
3	UNOTC	14	Statistics	3	Lagos
		15	Community Development	1	Kaduna
		16	Physical Planning	1	Ibadan
		17	Economic Programming & Projection	6	Port-Harcourt
		18	South Eastern State Bank	1	Calabar
		19	United Nations Fund for Population Activities	1	Lagos Univ.
		20	Local Government	1	Ibadan
		21	Social Development	1	Iperu
		22	Customs Administration	1	Lagos
4	ILO	23	Social Inst. Development	2	Ibadan
		24	Small-Scale Wood Utilisation Industry	1	Benin-City
		25	Pilot Project for Rural Employment Promotion in the Western State	10	Lagos
5	FAO	26	Forestry Education	2	Ibadan
		27	Forest Botany Adviser	1	Ibadan
		28	Irrigation Development	1	Sokoto
		29	Cotton Cultivation	1	Auchi

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No.	Agency	No. Proj.	Title Project	No. Exp.	Address/ Place
		30	Agricultural Economic Planning	3	Ibadan
		31	Sugarcane Agronomy	1	Jebba
		32	Hides, Skins & Leather Training & Demonstration	5	Zaria
		33	Dept. of Forestry, U.I.	4	Ibadan
		34	Savanna Forestry Research Station	6	Zaria
		35	Kainji Lake Research	8	Kainji
		36	Home Gardens	4	Ilesha
		37	Fertilizer	2	Ilorin
		38	Plant Quarantine Station	1	Ibadan
6	WHO	39	Epidomiological Services	4	Benin-City
		40	Dev. of Basic Health Services	2	Kaduna
		41	Dev. of Basic Health Services	3	Lagos
		42	Master Plans for Wastes Disposal & Drainage, Ib.	6	Ibadan
		43	Dev. of Basic Health Services	1	Ibadan
		44	Dev. of Basic Health Services	2	Benin-City
		45	Ibadan University Mental Health	1	Ibadan
		46	Zaria Medical School	2	Zaria
		47	School of Radiography	1	Lagos
		48	Epidomiological Services	3	Ibadan
		49	Dev. of Basic Health Services	1	Ibadan
		50	Dev. of Basic Health Services	1	Kano
		51	Epidemiological Services	3	Kaduna
		52	Epidemiological Servi œs	1	Sokoto
		53	Dev. of Basic Health Services	3	Yaba
		54	Training Centre for Health Services Personnel	5	Lagos
		55	Anopheles Control Research	4	Kaduna
		56	Rural Health Centre	11	Kano
		57	Post-Basic Nursing Ed.	1	Ibadan
		58	Immunology Research and Training	3	Ibadan
7	ICAO	59	Civil Aviation	1	Ikeja
		60	Nigerian Civil Aviation Training Centre	24	Zaria
8	UNIDO	61	Chief Industrial Officer	1	Benin-City

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No.	Agency	No. Proj.	Title Project	No. Exp.	Address/ Place
9	WMO	62	Meteorological Telecommunications	1	Kano
		63	Meteorology	2	Lagos
10	ITU	64	Telecommunications	3	Lagos
		65	Post & Telecommunication Training Centre, Oshodi	1	Lagos
11	IAEA	66	Application of Radioisotopes in Agriculture	1	Ibadan
		67	Soil Plant System in Relation to Iorganic Nutrition of Herbage Grasses	1	Ile-Ife
12	IBRD	-	(Not executing as such)	-	-

*) Source: UNDP Directory of Personnel, 'Jan. 1971.

Total = 280

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on Adult Education